

# MyNAEP

## Step-By-Step Instructions

### Complete SD and/or ELL Student Information (Task 4)

#### Complete the following:



**Estimated time to complete varies based on the following information but is NOT expected to exceed 3 hours.**

**Note:** this estimated time assumes:

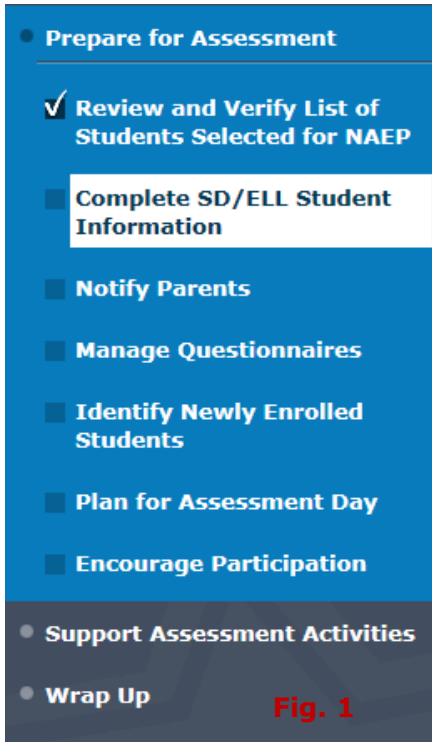
- A basic level of preparedness of the School Coordinator,
- Number of students in the sample in need of accommodations, and
- Accessibility of student accommodation information or assistance from special education teacher(s).

1. Select the **Prepare for Assessment** tab (**Fig. 1**). Under this tab you will have access to several School Coordinator tasks.
2. Select **Complete SD/ELL Student Information**. This section will become available on the MyNAEP website on **December 7, 2015**.

In this section you will provide information for students with disabilities (SD) and English language learners (ELL), to ensure that NAEP selected students can be included in the assessment. NAEP provides accommodations only for SD, 504, and ELL students. This section only includes students whose SD status is "Yes, IEP" or "Yes, 504" and/or students whose ELL status is "Yes, ELL." Changes to these status codes can only be made in the **Review and Verify Information for Students Selected for NAEP**.

If you do not see a student sampled for NAEP who is SD and/or ELL in this section, you must return to the **Review and Verify Information for Student Selected for NAEP** section and correct their status here.

It is NAEP's expectation that SD students and ELL students are included to the fullest extent possible.



**Fig. 1**

3. Watch **Complete SD/ELL Student Information Tutorial (Fig.2).**

Complete the following:

**Fig. 2**

- [Watch Complete SD/ELL Student Information Tutorial \(4:51\)](#)

4. Select the **Review State NAEP Inclusion Policy** link (**Fig. 3**) to learn about what accommodations are permitted in your state and to review NAEP's participation expectations. **NAEP expects most students with disabilities and English language learners to participate.** The ONLY students eligible for exclusion are the following:
- Students who meet (or met) participation criteria for the Montana's *NCSC - Alternate English Language Arts and Math*.
  - English language learners who have been enrolled in U.S. schools less than one full academic year before the NAEP assessment and cannot access NAEP.
5. **Download** the **SD/ELL Inclusion Policies** for your state, **verify** (Y/N) your download, and select **Submit** to continue with this task.

COMP-INCL 1-1

## Review State NAEP Inclusion Policy

**Training 14 NAEP Inclusion Policy for Students with Disabilities and English Language Learners**

The policy provides inclusion expectations, lists the NAEP Universal Design (UD) elements and accommodations, and describes how the UD elements and accommodations are administered.

- Training 14 SD Inclusion Policy - DBA
- Training 14 ELL Inclusion Policy - DBA

We expect most students with disabilities and English language learners to participate. The only students eligible for exclusion are:

- Students who meet (or met) participation criteria for the NCSC - Alternate English Language Arts and Math and Science CRT - Alternate
- English language learners who have been enrolled in U.S. schools less than one full academic year before the NAEP assessment and cannot access NAEP

All other SD and ELL students should participate with or without NAEP accommodations.

**Monitoring Exclusions**

Your NAEP State Coordinator will monitor exclusions and may contact you regarding excluded students. If you have any questions about how to include a student, contact your NAEP State Coordinator.

I downloaded and reviewed the Training 14 NAEP Inclusion Policy.

☐ Yes ☐ No

Select the Submit button to record your response above.

**Fig. 3**

Obtain the answers to the following questions to complete Task 4.



### Student with Disability section:

- **What is the student's disability?** (e.g., • Specific learning disability, • Hearing impairment/ deafness, • Speech or language impairment, • Intellectual Disability, • Emotional disturbance, • Orthopedic impairment, • Traumatic brain injury, • Autism, • Developmental delay (age 9 or younger), • Visual impairment/ blindness, • Other health impairment (e.g., ADHD))
- **What is the student's degree of disability?** (e.g., • mild, • moderate, • profound/severe, • don't know)
- **At what grade level does this student perform in the NAEP subject?** (e.g., • at or above grade-level, • one year below grade-level, • not receiving instruction in this subject, • don't know)
- **How is the student assessed on the NAEP selected subject for the State test?** (e.g., • without accommodations, • with accommodations, • [with NCSC Alternate], • with [Science CRT Alternate])
- **Can the student take the NAEP test?**
  - (If appropriate) What Universal Design elements and/or accommodations does the student need to access NAEP?
  - (If appropriate) Why is the student excluded from NAEP?
  - (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

### English Language Learner section:

- **What is the student's primary language?** (e.g., Spanish, other)
- **Including this year, what is the Length of Academic Instruction in English?** (e.g., • does not receive academic instruction in English, • less than 1 year, • 1 to 2 years, • 2 to 3 years, • 3 years or more, • don't know)
- **At what grade level does this student perform in the NAEP subject?** (e.g., • at or above grade-level, • one year below grade-level, • not receiving instruction in this subject, • don't know)
- **How would you characterize this student's English proficiency in listening comprehension, reading, speaking, and writing?**
  - **What is the student's English Proficiency - Listening comprehension in English?** (e.g., • ELL advanced, • ELL intermediate, • ELL beginning, • no proficiency, • don't know)
  - **What is the student's English Proficiency - Reading comprehension in English?** (e.g., • ELL advanced, • ELL intermediate, • ELL beginning, • no proficiency, • don't know)
  - **What is the student's English Proficiency - Speaking comprehension in English?** (e.g., • ELL advanced, • ELL intermediate, • ELL beginning, • no proficiency, • don't know)
  - **What is the student's English Proficiency - Writing comprehension in English?** (e.g., • ELL advanced, • ELL intermediate, • ELL beginning, • no proficiency, • don't know)
- **How long has the student been enrolled in U.S. schools?** (e.g., • 1 full academic year or more before the NAEP assessment, • Less than 1 full academic year before the NAEP assessment)
- **Can the student take the NAEP test?**
  - (If appropriate) What Universal Design elements and/or accommodations does the student need to access NAEP?
  - (If appropriate) Why is the student excluded from NAEP?
  - (If appropriate) Is the decision to exclude each student a school decision or a parent/student decision?

For this task, there are **two ways** to provide this testing information for students sampled by NAEP.

- (1) Either the School Coordinator designates one or more persons most familiar with how students with disabilities (SD) and English language learners (ELL) are tested, or
- (2) the School Coordinator enters this information into MyNAEP.

**Option 1: Give Access to SD and/or ELL Specialists**

- 1. **Optional:** To designate another staff person to complete the SD and/or ELL information needed, select the **Give Access to SD and/or ELL Specialists** link.
- 2. Enter name and email address for person(s) (**Fig. 4**). (**Note:** They will only have access to the areas to which they are given access. **For confidentiality reasons, access is limited to you and five additional school staff.**

	First Name	Last Name	Email Address	SD Access	ELL Access	Send Email	Email Sent Date
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="button" value="Send Email"/>	

**Fig. 4**

- 3. Select **Save** after entering the name(s) and email addresses.
- 4. Select the **Send Email** button. This action will create a timestamp for the date the email was sent appearing under the **Email Sent Date** column.
- 5. Select **Submit** when you are finished.
- 6. Give step-by-step instructions **pages 5-13** to the SD and/or ELL staff who have been given access.

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## Option 2: School Coordinator Completes SD/ELL Student Information

1. Based on the demographics of your students there are three potential sections to provide student information.
  - Provide Information for Students who are Both SD and ELL
  - Provide Information for SD (IEP or 504 Plan) Only
  - Provide Information for ELL Only
2. As needed, provide information for your SD/ELL students. For illustrative purposes, only the **SD (IEP or 504 plan) Only** and **ELL Only** sections will be described here.

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### Provide SD Information

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3. It is strongly encouraged that you review the Montana NAEP inclusion policy to see the universal design elements and allowable accommodations for NAEP. Use this policy to determine how your SD students should participate on the NAEP assessment. Note – allowable accommodations may differ based on the NAEP subject and grade.
4. Watch the **Complete SD/ELL Student Information** Tutorial (**Fig. 1**). If you prefer to make your corrections online and not on a printed worksheet, proceed to **Step 8**.

Complete the following:

**Fig. 1**

☒ [Watch Complete SD/ELL Student Information Tutorial \(4:51\)](#)

5. Select **Print Reports**.
6. Print necessary worksheets in order to manually record student information (**Fig. 2**).

### Print Reports

**Fig. 2**

Before entering student data in the system

- Print the worksheets to record the data from student files

Print Worksheet for SD Only

Print Worksheet for ELL Only

Print Worksheet for Both SD and ELL


7. A worksheet similar to that shown in **Fig. 3** will appear.

**Fig. 3**

NAEP 2015 SD/ELL Summary Report										
08/10/2015 2:25 PM										
School Name: Warren T. Eich Intermediate School ID: 1420123										
Student Name	Session #	Line #	Group #	SD Classification	ELL Classification	Subject	How assessed on NAEP	Accommodations	Other Specify	Notes
Burnette, Elena	DB0801	7	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Math				
Burroughs, Steven	DB0801	8	A	Yes, 504	No, Formerly ELL (AYP reporting)	Reading				
Delanie, Christian	DB0801	11	A	Yes, IEP	Yes, ELL	Reading				
Depriest, Ashanna	DB0801	12	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Gurrola, Andrew	DB0801	18	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Henvill, Michael	DB0801	21	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Kasper, Lizzy	DB0801	24	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Laboy Bautista, Daniel	DB0801	26	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Reading				

8. Once student information has been recorded in the worksheet, log on to MyNAEP. Go to **Complete SD/ELL Student Information** under the **Prepare for Assessment** menu.

9. Select **Provide Information for SD (IEP or 504 Plan) Only**. Enter the information from the hard copy worksheet.

10. Select the  pencil icon next to the student name to enter a student's IDEA information, degree of disability, and their grade-level performance in their NAEP selected subject (**Fig. 4**)

11. Once you have provided SD information for each student, select **Save** then **Close** (**Fig. 4**).

12. You can scroll through this list of students and sort the columns by clicking on the column header.

13. If you fail to provide all of the necessary information for each student, the following warning message will appear: **Responses will not be saved until all required questions are not answered.**

**Fig. 4**

Student name	BURNETTE, ELENA
Session/Line #	DB0801/07
SD classification	Yes, IEP
NAEP subject	Math
Which of the following <u>IDEA categories</u> best describes each student's identified disability? Select all that apply.	
Specific learning disability	<input type="checkbox"/>
Hearing impairment/ deafness	<input type="checkbox"/>
Speech or language impairment	<input type="checkbox"/>
Intellectual disability	<input checked="" type="checkbox"/>
Emotional disturbance	<input type="checkbox"/>
Orthopedic impairment	<input type="checkbox"/>
Traumatic brain injury	<input type="checkbox"/>
Autism	<input type="checkbox"/>
Developmental delay (age 9 or younger)	<input type="checkbox"/>
Visual impairment/ blindness	<input type="checkbox"/>
Other health impairment (Specify)	<input type="checkbox"/>
What is the <u>degree</u> of each student's disability(ies)?	Moderate
At what <u>grade level</u> does this student perform in the NAEP subject?	At or above grade level
<div> <div>Save</div> <div>Close</div> <div>Reset</div> </div>	

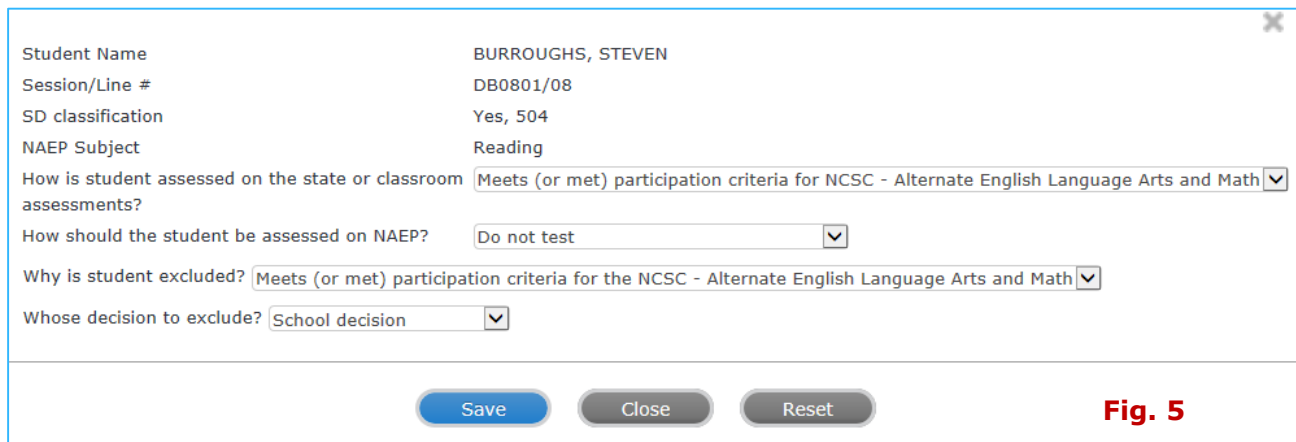
14. If you try to proceed and student information is still missing, warnings will appear. For example:

- **\*Please select at least one IDEA category.**
- **Degree of disability \* Required.**
- **Grade-level in the NAEP subject \* Required.**

You cannot **Continue** until all information is provided for each sampled student.

15. When finished with providing NAEP testing information for SD students on the first three questions, select **Continue**.

16. If a student takes the Montana NSCS for English Language Arts and Math, select this option from the dropdown menu under **How is student assessed on the state or classroom assessments**. In the **How should the student be assessed on NAEP**, select **Do not test**. This response pattern will generate two remaining questions (1) **Why is the student excluded?** and (2) **Whose decision to exclude?** (Fig. 5). Provide your responses and select **Save** and **Close**.



The screenshot shows a form for entering student information. The fields are as follows:

Student Name	BURROUGHS, STEVEN
Session/Line #	DB0801/08
SD classification	Yes, 504
NAEP Subject	Reading
How is student assessed on the state or classroom assessments?	Meets (or met) participation criteria for NCSC - Alternate English Language Arts and Math
How should the student be assessed on NAEP?	Do not test
Why is student excluded?	Meets (or met) participation criteria for the NCSC - Alternate English Language Arts and Math
Whose decision to exclude?	School decision

At the bottom of the form are three buttons: **Save**, **Close**, and **Reset**. The label **Fig. 5** is located to the right of the buttons.

17. When a student can take NAEP with NAEP's accommodations, select **How should the student be assessed on NAEP?** Respond with the option **With accommodations allowed by NAEP**. To review and provide accommodations for the student, select **Record NAEP SD Universal Design Elements and Accommodations**.

18. Select the **NAEP Universal Design Elements** and the **NAEP Accommodations** needed for each student (**Fig. 6**). Make your selections and **Save**. Select **Close** and move on to the next student.

**NOTE:** For a description of how each Universal Design element and accommodation is conducted on NAEP, place your cursor over the name of each accommodation.

☐ Student does not require any NAEP Universal Design elements or accommodations

**NAEP Universal Design Elements - Offered to All Students**  
Identify any Universal Design elements that the student would typically need during testing. These elements are available to all students.

☐ Zooming  
☐ Small group/One on one  
☐ Text-to-speech/Read aloud (English) - directions only  
☐ Text-to-speech/Read aloud (English) - occasional or most or all  
☐ Using a computer/tablet to respond  
☐ Color contrast  
☐ Scratchwork/highlighter tool  
☐ Elimination capability  
☐ Volume adjustment  
☐ Closed captioning

**NAEP Accommodations - Only offered to SD Students Who Require Them for Testing**  
Identify any accommodations that the student's IEP or 504 Plan requires for testing. These allowed accommodations are only provided to students who need them.

☐ Extended time  
☐ Magnification  
☐ Low mobility version of the test  
☐ Calculator version of the test  
☐ Hearing impaired version of the test  
☐ Breaks during testing  
☐ Must be tested in separate session  
☐ Must have an aide present in the testing room  
☐ Uses template/special equipment/preferential seating  
☐ Cueing to stay on task  
☐ Responds orally to a scribe  
☐ Presentation in sign language  
☐ Response in sign language  
☐ Braille version of the test  
☐ Other (specify)

**Fig. 6**

20. Complete this information for all SD students needing accommodations.



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## Exclusions Contrary to NAEP Inclusion Policy

21. If in **Step 16**, a student was excluded for another reason besides the Montana NSCS (alternate state assessment), the **Exclusions Contrary to NAEP Inclusion Policy** window will open (**Fig. 7**).

Exclusions Contrary to Training 14 NAEP Inclusion Policy

The students listed below are excluded contrary to the Training 14 NAEP inclusion policy for students with disabilities. Please view [Training 14's NAEP inclusion policy](#) for NAEP.

Your NAEP State Coordinator may contact you to discuss these exclusions. You can print a list of these excluded students from the Print Reports Section.

Select Back to make any changes for the student on the previous screen.

All columns can be sorted by clicking on the column header.

Student Name	Session /Line #	SD Classification	NAEP Subject	How should the student be assessed on NAEP?	Why can't the student participate on NAEP?	Accommodations Not Allowed on NAEP	Requires Other Accommodation(s) (Specify)	Other reason (specify)
RASCON, ROBERT	DB0801/37	Yes, IEP	Math	Do not test	Other Reason (specify)			Parent

Fig. 7

Back to Beginning Back Continue Exit

22. Once you have provided, reviewed and verified the SD information for your students, print the **Provide Information for SD Only Summary Report** to verify the data entered in the system. This report will be used during the **Preassessment Review Call** with your NAEP representative.
23. Select **Submit** to indicate you are finished with the **Provide Information for SD Only** section. At this point, changes can still be made if you need to make updates later.

## Provide ELL Information

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1. Select **Complete SD/ELL Student Information**.
2. It is strongly encouraged that you review the Montana NAEP inclusion policy to see the **Universal Design Elements** and allowable **Accommodations for NAEP**. Use this policy to determine how your SD students should participate on the NAEP assessment.
3. Watch the **Complete SD/ELL Student Information** Tutorial (**Fig. 1**). Close out of the tutorial once you have finished viewing. (If you would rather make your corrections online and not on a printed worksheet, proceed to **Step 8**).

Complete the following:

**Fig. 1**

- ☒ [Watch Complete SD/ELL Student Information Tutorial \(4:51\)](#)

4. Select **Print Reports**.
5. Print necessary worksheets in order to manually record student information (**Fig. 2**).

### Print Reports

**Fig. 2**

Before entering student data in the system

- Print the worksheets to record the data from student files

Print Worksheet for SD Only

Print Worksheet for ELL Only

Print Worksheet for Both SD and ELL


6. A report similar to that shown in **Fig. 3** will appear.

**Fig. 3**

NAEP 2015 SD/ELL Summary Report 08/10/2015 2:25 PM

School Name: Warren T. Eich Intermediate School ID: 1420123

Student Name	Session #	Line #	Group #	SD Classification	ELL Classification	Subject	How assessed on NAEP	Accommodations	Other Specify	Notes
Burnette, Elena	DB0801	7	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Math				
Burroughs, Steven	DB0801	8	A	Yes, 504	No, Formerly ELL (AYP reporting)	Reading				
Delanie, Christian	DB0801	11	A	Yes, IEP	Yes, ELL	Reading				
Depriest, Ashanna	DB0801	12	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Gurrola, Andrew	DB0801	18	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Henvill, Michael	DB0801	21	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Kasper, Lizzy	DB0801	24	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Writing				
Laboy Bautista, Daniel	DB0801	26	A	Yes, IEP	No, Formerly ELL (AYP reporting)	Reading				

- Once all corrections have been made to the report, log on to MyNAEP and select **Complete SD/ELL Student Information** under **Prepare for Assessment**.
- Select the **Provide Information for ELL Only (Fig. 5)**. Select **Continue** to proceed to the page to make any necessary corrections identified in Steps 6 and 7.
- Review all ELL information for your students. Select the  pencil icon next to each student name to enter their primary language, length of academic instruction, grade-level performance in the NAEP-selected subject, English proficiency in listening comprehension, reading, speaking, and writing (**Fig. 4**).

Student name BARRIOS, DONOVAN

Session/Line # DB0801/04

ELL classification Yes, ELL

NAEP subject Math

What is the student's primary language? Spanish ▾

Including this year, how long has this student been receiving academic instruction primarily in English? 1 to 2 years ▾

Grade level performance in NAEP subject At or above grade level ▾

How would you characterize this student's English proficiency in listening comprehension in English? ELL beginning ▾

How would you characterize this student's English proficiency in reading English? ELL intermediate ▾

How would you characterize this student's English proficiency in speaking English? ELL intermediate ▾

How would you characterize this student's English proficiency in writing English? ELL intermediate ▾

**Fig. 4**

Save Close Reset

10. Once you have provided ELL information for each student, select **Save** then **Close (Fig. 4)**.
11. You can scroll through this list of students and sort the columns by clicking on the column header.
12. If you fail to provide all of the necessary information for each student, the following warning message will appear: **Responses will not be saved since all required questions are not answered.**
13. If you try to proceed and student information is still missing, **\*Required** warnings will appear. You cannot **Continue** until all information is provided for each sampled student.
14. After providing NAEP testing information for ELL students on the first seven questions (**Fig. 4**), select **Continue**.
15. The next set of questions will address **How long has this student been enrolled in the U.S.?** and **How should the student be assessed on NAEP?** (**Fig. 5**).

Student Name: BARRIOS, DONOVAN  
 Session/Line #: DB0801/04  
 ELL classification: Yes, ELL  
 NAEP Subject: Math  
 How long has this student been enrolled in U.S. schools?: [dropdown]  
 How should the student be assessed on NAEP?: [dropdown]

Buttons: Save, Close, Reset

**Fig. 5**

16. Select the **NAEP Universal Design Elements** and the **NAEP Accommodations** needed for each student (**Fig. 6**). Make your accommodation selections and **Save**. To continue with the process for other students, select **Close**.

**NOTE:** For a description of how each universal design element and accommodation is conducted on NAEP, place your cursor over the name of each accommodation.

☐ Student does not require any NAEP universal design elements or accommodations

**NAEP Universal Design Elements - Offered to All Students**  
 Identify any universal design elements that the student would typically need during testing. These elements are available to all students.

- ☐ Zooming
- ☐ Small group/One on one
- ☐ Text-to-speech/Read aloud (English) - directions only
- ☐ Text-to-speech/Read aloud (English) - occasional or most or all
- ☐ Using a computer/tablet to respond
- ☐ Color contrast
- ☐ Scratchwork/highlighter tool
- ☐ Elimination capability
- ☐ Volume adjustment
- ☐ Closed captioning

**NAEP Accommodations - Only Offered to ELL Students Who Require Them for Testing**  
 Identify any accommodations that the student's ELL Plan requires for testing. These allowed accommodations are only provided to students who need them.

- ☐ Extended time
- ☐ Breaks during testing
- ☐ Must be tested in separate session
- ☐ Must have an aide present in the testing room
- ☐ Uses template/special equipment/preferential seating
- ☐ Cueing to stay on task
- ☒ Bilingual dictionary (in any language)
- ☐ Other (specify)

Buttons: Save, Close, Reset

**Fig. 6**

23. Complete this information for all ELL students needing accommodations.

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## Exclusions Contrary to NAEP Inclusion Policy

24. If in **Step 16**, a student was excluded for another reason besides the **Enrolled in the U.S. for less than one academic school year**, the **Exclusions Contrary to NAEP Inclusion Policy** window will open (**Fig. 7**).

Student name	Session /Line #	ELL Classification	NAEP subject	How should the student be assessed on NAEP?	Why can't the student participate on NAEP	Accommodations Not Allowed on NAEP	Requires Other Accommodation(s) (Specify)	Other reason (specify)
BARRIOS, DONOVAN	DB0801/04	Yes, ELL	Math	Do not test	Other Reason (specify)			dictionary not allowable for primary language

Back to Beginning Back Continue Exit

**Fig. 7**

25. Once you have provided, reviewed, and verified the ELL information for your students, print the **Provide Information for ELL Only Summary Report**. This report will be used during the **Preassessment Review Call** with your NAEP representative.
26. Select **Submit** to indicate you are finished with the **Provide Information for ELL Only** section. At this point, changes can still be made if you need to make updates later.

**Thank you for your timely completion of the 4<sup>th</sup> NAEP 2016 School Coordinator Task!**